

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:52 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	
Colorado Independent School District		168-901	
Vendor ID #	ESC Region #	DUNS #	
1-756000757-1	14	100074285	
Mailing address		City	State ZIP Code
534 East 11 th Street		Colorado City	TX 79512

Primary Contact

First name	M.I.	Last name	Title
Reggy		Spencer	Superintendent
Telephone #	Email address		FAX #
325-728-1010	rspencer@ccity.esc14.net		325-728-1015

Secondary Contact

First name	M.I.	Last name	Title
Denise		Farmer	Assistant Superintendent
Telephone #	Email address		FAX #
325-728-1009	dfarmer@ccity.esc14.net		325-728-1015

Part 2: Certification and Incorporation

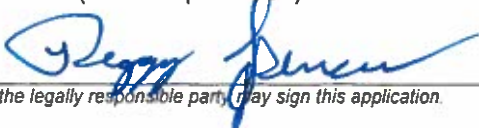
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Reggy		Spencer	Superintendent
Telephone #	Email address		FAX #
325-728-1010	rspencer@ccity.esc14.net		325-728-1015

Signature (blue ink preferred)

Date signed



4-30-18

Only the legally responsible party may sign this application.

701-18-111-113

Schedule #1—General Information

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 168-901

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	168-901 Colorado ISD	Reggy Spencer 	325-728-1010 rspencer@ccity.esc14.net	\$303,468
Member Districts				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 168-901		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With the assistance of 21st CCLC funds, Colorado ISD will provide structured 21st CCLC afterschool programming for students in in grades K-8 attending Colorado Elementary School and Colorado Middle School. All activities will be held at the Colorado City PreK – 8 Facility. The program is desperately needed in our resource-poor small community, which saw its **last daycare facility close three years ago**, leaving parents with no options to provide their children with safe, structured care during the afterschool hours. Sadly, many of these children have become 'latchkey children,' left home alone to fend for themselves during the afterschool hours. Not surprisingly, many of our students—particularly those coming from socioeconomically disadvantaged homes—are struggling academically. To address this critical need, our afterschool program will allow approximately 200 at-risk children each year to receive the targeted academic support and intervention they need to succeed academically and opportunities to participate in healthy, fun, engaging, supervised enrichment activities. Programming will be held for 2.5 hours per day Monday through Friday for 35 weeks during the school year and four days a week for six weeks during the summer months. Our 21st CCLC initiative also qualifies for the **collaboration Priority Points** in that the District is partnering with a community-based organization to carry out the 21st CCLC programming. Specifically, to assist in planning and implementing our 21st CCLC initiative, Colorado ISD has enlisted the support of the Lions Club (a local community-based organization), the Wallace Senior Citizens Center and Colorado City. The Lions Club and Senior Citizens Center will serve as sources of adult volunteers (including senior citizens) to facilitate enrichment activities such as arts and crafts projects, storytelling, reading groups, physical activities and more. All volunteers must complete a satisfactory background check (including fingerprinting) and must attend a mandatory two-hour safety and orientation training session. Project partners will also assist in promoting the 21st CCLC initiative to the community and engaging/leveraging additional community resources wherever possible. Our program also qualifies for the **Sustainability Priority Points** in that a letter expressing School Board commitment to sustaining the initiative is included in the appendices. To reinforce learning in core academic subjects, students will have daily opportunities to engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, Writing and Mathematics. Students who continue to struggle after participating in tutoring will be targeted for one-on-one tutoring and/or homework assistance. Our youngest learners (Grades K-4) will benefit from participating in activities that improve literacy/reading skills and support positive youth development. For all students, Individual Education Plans and the ongoing assessment of data will support monitoring student progress while allowing educators to make adjustments as necessary. Daily programming will also include a rich array of engaging and fun enrichment activities, all of which are designed to support positive youth development outcomes. The program will also provide bi-weekly activities to improve family literacy supplemented by quarterly family events to encourage parental involvement in their children's education. Family-focused events will also provide students' opportunities to demonstrate what they have learned through the 21st CCLC afterschool program to their parents, families, friends and the community. These events will also feature speakers and activities that encourage families to learn and grow together. All 21st CCLC program activities have been selected based on their ability to address the identified academic, social and enrichment needs of the targeted students and their parents. To meet the needs of the community, programming will be offered on a **reliable, daily schedule** – providing a safe and supervised place for children to be during the critical after school hours when parents are still working and children are typically alone. The program will be **academically focused to support scholastic growth** – a crucial element for our learners struggling to meet proficiency. Aligned to classroom learning, but delivered in the after school setting, activities will feature **authentic, hands-on learning** and ongoing opportunities for **horizon-widening enrichment** – programs that are simply not offered in our small, rural community. Further, the program will bring a **Family Engagement Specialist** to our community – a desperately needed resource. The FES will work directly with our high-need families – who struggle to overcome under-education and extreme poverty – providing them the support and direction they need to promote increased academic and social outcomes for their children at home. The goals of our 21st CCLC initiative are to demonstrably and sustainably improve the academic and behavioral outcomes of targeted students while also supporting family literacy and increased family involvement in their children's education. Measurable objectives include: increased performance on standardized academic assessments; reductions in behavioral incidents; improved attendance rates; and increased involvement in their children's education among parents or guardians.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$198,498	\$7,000	\$205,498
Schedule #8	Professional and Contracted Services (6200)	6200	\$59,000	\$3,000	\$62,000
Schedule #9	Supplies and Materials (6300)	6300	\$29,970	\$	\$29,970
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	\$6,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$293,468	\$10,000	\$303,468
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$293,468	\$10,000	\$303,468

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$303,468
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,173

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 168-901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	2		\$43,950
2 Educational aide	2		\$12,560
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$40,000
5 Site coordinator (required)	1		\$31,000
6 Family engagement specialist (required)	1		\$15,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Bus Driver	2		\$16,000
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$1,500
24 6119 Professional staff extra-duty pay			\$6,000
25 6121 Support staff extra-duty pay			\$3,000
26 6140 Employee benefits			\$36,488
27	Subtotal substitute, extra-duty, benefits costs		\$46,988
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$205,498

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 168-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluator – contractual third-party evaluator	\$3,000
2	Data Collection Specialist – contractual position	\$30,000
3	Professional development – contracted	\$29,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$62,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		62,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$29,970
Grand total:		\$29,970

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 168-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,000
Grand total:		\$6,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 168-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Degreed professional—educational experience with a strong focus on working with socioeconomically disadvantaged underperforming students; experience managing education-focused projects that involve multiple partners; strong background in grants management.
2.	Site Coordinator(s)	Certified teacher or degreed professional with experience working with socioeconomically disadvantaged underperforming students; strong emphasis on core academic subjects as well as STEM topics; willingness to make a minimum one-year commitment to the 21 st CCCL initiative.
3.	Family Engagement Specialist	A degreed professional with strong background in working with socioeconomically disadvantaged, underperforming students, with a particular focus on family engagement (e.g., communicating with families, encouraging parental involvement, encouraging parental attendance at school-based events, etc.).

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually, improve academic performance by 5% over previous year baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019
		4. Host four quarterly family-focused events each year to increase family involvement in their children's education.	08/27/2018	07/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Annually, improve attendance by 1% over previous year baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019
		4. Host four quarterly family-focused events each year to increase family involvement in their children's education.	08/27/2018	07/31/2019
		5. Project partner volunteers will engage students in service learning projects to support positive youth development outcomes.	08/27/2018	07/31/2019
3.	Annually, reduce behavioral incidents by 3% over baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Colorado Independent School District (ISD) serves the small, rural community of Colorado City, Texas. The City has a population of just 4,001. Our proposed 21st CCLC program will serve approximately 200 students attending Colorado Elementary (K-2) and Colorado Middle School (grades 3-8) and is based on needs identified through a comprehensive assessment process, which began in late 2017 and was completed in February 2018. The assessment was facilitated by Colorado ISD Superintendent Reggy Spencer and was carried out by his staff. The process involved gathering input from teachers, administrators, members of the Campus Advisory Council (including parents), support personnel and students. Information was collected across 10 components including: academic needs; teacher/staff needs; student attendance; student transience; student suspensions; dropout/graduation rates; parental perceptions; at-risk factors among students; curriculum; and student health/safety. Information was collected via standardized test results, School Accountability Reports; formal and informal surveys; attendance & disciplinary records; and school records. Assessment also included a survey of **teachers and parents**. To identify specific gaps, quantitative data (e.g., attendance, academic performance, etc.) was analyzed in comparison to Texas benchmarks. Needs were prioritized based on quantitative analysis (e.g., higher performance gaps equate to higher priority needs) supported by qualitative stakeholder input (e.g., measuring perceptions of need severity). Alignment to Campus Improvement Plans was also a factor in prioritizing needs. The resulting document included: a comprehensive Needs Assessment; an Asset Map (which identified available resources) and a Resource Gaps Analysis (which identified gaps in resources necessary to address the needs outlined in the Needs Assessment). Resources are scarce in our community, however Colorado ISD will leverage all available opportunities to enhance outcomes for our youth. Programming will be held at our school campuses, enabling full access to: classrooms, the gymnasium, the auditorium, computer labs, the art room, science labs, the cafeteria, the school library, and safe outdoor play spaces. Volunteers will be recruited from the Lions Club, and the Senior Citizens Center. Formal partnerships have been established with each. District leadership used the information obtained from the assessment to identify and prioritize the following key needs that will be addressed through this project.

1. Structured programming need: There is a complete lack of safe, structured, supervised afterschool programming for youth in Colorado City. Within the last three years, **the last remaining daycare center in Colorado City closed its doors**, leaving parents scrambling to find safe, supervised care for their children during the afterschool hours. Even more troubling is the fact that many of our students are home alone and unsupervised during the afterschool hours. The nearest city with a Boys & Girls Club or similar structured program is more than a one-hour drive away. High poverty among the majority of our students (Colorado ISD is a district-wide Title I district and 69% of students are economically disadvantaged) prevents most of our parents from being able to afford private care. Consequently, because there are no structured, supervised activities in which students can participate during the afterschool hours, many of our children are home alone, unsupervised during the afternoon hours. A 2015 study conducted by the New York University Child Study Center found that the afterschool hours are the most dangerous time for youth to be unsupervised that that 51% of latchkey (the term used to describe children left home alone during the afterschool hours) children are doing poorly in school. Most teachers believe that being alone at home is the number one cause of school failure.

2. Academic need: Students attending the targeted schools are struggling academically in comparison to their peers across the rest of Texas. For instance, across the targeted schools, in meets grade level comparison just 36% of students met the Mathematics standard (compared to 45% of students statewide) and just 39% met the Reading standard (compared to 43% of students statewide); and 21% met the Writing standard (compared to 36% statewide).

3. Enrichment need: As a small, high-poverty, resource-poor community, Colorado City families do not have access to the rich variety of cultural resources available to residents of larger communities. As noted, the nearest city with a population of 50,000+ is more than an hour's drive away, meaning that our families do not have access to museums, cultural programs or organizations that offer programming that supports positive youth development.

4. Family programming need: As a small, resource-starved community, Colorado City is not able to offer programming to help families support their children's education. Many of our parents indicate that they **want** to support their children's education, but they just don't know **how** to do it in a manner that will be most beneficial. And with less than 3 out of 4 adults having a high school diploma, our parents are in dire need of targeted, structured support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

To assist in planning and implementing our 21st CCLC initiative, Colorado ISD has enlisted the support of the Lions Club (a local community-based organization), the Wallace Senior Citizens Center, and Colorado City. Letters of support and commitment are available for review upon request. The Lions Club and Senior Citizens Center will serve as sources of adult volunteers (including senior citizens) to facilitate enrichment activities such as arts and crafts projects, storytelling, reading groups, physical activities and more. We anticipate that each partner will provide a minimum of five volunteers. In addition, representatives from each project partner will serve on the **21st CCLC Project Advisory Council**, which will serve in an advisory capacity, guiding program implementation and reviewing performance feedback gathered through Quarterly Progress Reports (QPRs), providing suggestions for refining, strengthening and improving the project approach as appropriate to ensure an ongoing process of continuous improvement. School-based members of the Council will meet monthly, with the full Council meeting quarterly. All Council members will receive monthly updates. All volunteers must complete a satisfactory background check (including fingerprinting) and must attend a mandatory two-hour safety and orientation training session. Project partners will also assist in promoting the 21st CCLC initiative to the community and engaging/leveraging additional community resources wherever possible. Additionally, through our partnerships with the City, 21st CCLC students in grades 5 through 8 will have opportunities to participate in **Service Learning** projects. Just one example under discussion with the City is a recycling-focused service learning project (plastics and aluminum), through which students will learn about the recycling process, the benefits of recycling, how it benefits the community and new products that can be manufactured from recycled materials, among others. Our 21st CCLC students will also have opportunities to support local parks through Service Learning activities. Different Service Learning opportunities will be offered each summer (students will have the option of choosing between two each summer). The Service Learning component will integrate meaningful community service (collecting recyclables, helping to clean up parks, etc.) with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen the community. The service learning component will utilize a project-based learning (PBL) approach. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that include teacher facilitation, but not direction.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Colorado ISD 21st CCLC afterschool initiative is built upon the principles of effectiveness in that: High quality programming was developed based on a thorough **assessment of objective data** (e.g. TAPR reports, STAAR scores, attendance data, behavioral data, socioeconomic data, community resource inventory, etc.) regarding the need for afterschool programming; **The program is based upon an established set of performance measures** (e.g., STAAR scores, promotion rates, attendance, disciplinary referrals, etc.). The evaluation plan outlined in this proposal is based upon regular assessments of performance measures that will be used to determine the degree to which goals and objectives are achieved. Moreover, the evaluation plan supports a process of continuous improvement; **Research-based approaches:** All of the strategies that comprise our 21st CCLC afterschool initiative are evidence-based and proven effective. For instance, research has shown that individualized, structured tutoring support can demonstrably and sustainably improve children's academic achievement as evidenced by a meta-analysis (Topping and Whitley, 2010, Houge, et. al 2015) of 65 studies that found positive achievement effects across all of the studies. Similarly, research also supports self-directed learning. Students with cognitive and learning disabilities who were taught the fundamentals of self-determination were more likely to access mainstream curricula and achieve their academic and other goals, according to new research (2016) undertaken by the University of Illinois (<http://news.illinois.edu>). In addition, strategies to support struggling readers incorporate the five components of effective reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency and reading comprehension). Likewise, Enrichment activities will be based on the Five C's model of positive youth development (competence; confidence; connection; character; caring or compassion), which has been empirically shown (Bowers, et.al 2010) to be effective at improving students' social and behavioral outcomes.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our program is based on the outcomes of comprehensive research into best practices that have proven successful in peer districts across the country. As such, the 21st CCLC approach described in this proposal is: a) based on the needs of our students as identified through the assessment process; and b) developed using curricula and approaches that are founded in Scientifically-Based Research and have been proven effective in achieving the desired goals and objectives. As an example, tutoring and homework assistance: Research has shown that tutoring programs can improve children's reading skills. For instance, a meta-analysis of 65 studies found positive achievement effects across all of the studies (Topping and Whiting, 2013). Our project will also utilize the computer-based programs such as Reasoning Minds, IXL, Prodigy, Think Through Math, Reading Plus, Moby Max, Lexia, Accelerated Reader and Lonestar Math each of which is a research-based program containing enrichment and intervention activities for struggling students to bridge the gap for math and language arts topics at their own pace. The curriculum is computer and print-based and correlates with Texas standards. The curriculum is individualized, and it tracks mastery of the skills taught. Our program will use these programs to provide additional support and ensure academic success, combining student enrichment, technology, and parental involvement components. **Enrichment activities:** We will offer a variety of enrichment opportunities for students, including arts-based activities, which have been shown to have a positive impact on students. Research demonstrates that exposure to the arts improves creativity, self-esteem and overall capacity for learning, while decreasing behavioral incidents (Gerber & Stacey, 2012). Other enrichment activities that are part of our approach are also based on SBR—middle school students reported increased self-esteem and fewer behavioral problems after engaging in service-learning (Switzer, Simmons & Wang, 2013). Virtual Field Trips (VFTs): VFTs engage young people in hands-on learning that help them pursue their interests, broaden their learning, and expand their non-cognitive skills, including teamwork; creativity; ethics; resilience; curiosity; time management. **Family involvement:** Decades of research show that parental involvement improves academic performance, school attendance, increases motivation, and reduces disciplinary incidents (Michigan Department of Education study, 2017). This will be supported by our regularly scheduled family involvement events.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

During the school-year, all 21st CCLC activities will take place during the after school hours for 2.5 hours per day, 5 days per week. During the summer, the program will take place from 8:30 AM to 12:30 PM four days a week for six weeks. All 21st CCLC program activities have been selected based on their ability to address the identified academic, social and enrichment needs of the targeted students and their parents. The program will be **academically focused to support scholastic growth** – a crucial element for our learners struggling to meet proficiency. Aligned to classroom learning, but delivered in the after school setting, activities will feature **authentic, hands-on learning** and ongoing opportunities for **horizon-widening enrichment** – programs that are simply not offered in our small, rural community. For up to 90 minutes each day, students will engage in one-on-one and small group (no more than six children per group) tutoring and homework assistance sessions that will address weaknesses in core academic subjects as identified by standardized assessments, teachers' notes and parental input. These activities will reinforce school-day curriculum. Groups of students will be arranged according to areas of need based on assessment results from school-day curriculum. Tutoring and homework assistance will focus on core academic areas of Reading, English Language Arts and Mathematics. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework. To support struggling readers, strategies will include: re-reading to build fluency, partnering struggling students with more skilled students to build fluency, reinforcing school-day reading curriculum by teaching decoding skills and word comprehension skills to assist in building fluency, and pleasure reading aloud and storytelling to build fluency. Students will also have daily opportunities to engage in self-directed learning using proven, evidence-based programs such as Reasoning Minds, IXL, Prodigy, Think Through Math, Reading Plus, Moby Max, Lexia, Accelerated Reader and Lonestar Math. These programs are based on a Blended Learning model, through which students take responsibility to construct meaning and confirm understanding through active participation—an approach that has been empirically proven effective. As learning becomes increasingly digital, ready access to electronic educational resources is critical to student success. Modern technologies enable students to engage in real-time collaboration with teachers and their peers while offering unprecedented opportunities to participate in virtual, inquiry-oriented learning labs and activities. These interactive opportunities support individualized, targeted learning that engages learners of every type, including students with special needs, struggling learners and those at-risk of academic failure. Strategies to support LEP students will include: precision partnering; multisensory instruction; simulations; role playing; visual aids; and oral presentations; among others. Our youngest learners (Grades K-4) will benefit from participating in activities that improve literacy/reading skills and support positive youth development. These evidence-based activities include reading and mathematics support programming targeted to individual needs. For all students, Individual Education Plans and the ongoing assessment of data will support monitoring student progress while allowing educators to make adjustments as necessary. In addition to these academic activities, all 21st CCLC students will participate in daily, structured, fun and engaging, age-appropriate enrichment activities that are aligned to individual needs or interests, including (but not limited to): arts-based activities, music, dance, movement, organized games, organized physical activities, virtual field trips, career investigation, Service Learning and structured activities that support the development of self-responsibility, among others. All enrichment activities are designed to provide positive social, cultural, recreational, interpersonal skills and experiences to enrich and expand students' understanding of life and involvement in community. The program will also provide activities to improve family literacy and encourage parental involvement in their children's education. Quarterly family-focused events will provide students' opportunities to demonstrate what they have learned through the 21st CCLC afterschool program to their parents, families, friends and the community. These events will also feature speakers and activities that encourage families to learn and grow together. We will also host twice-monthly Family Literacy activities to support and encourage parents and families to improve their literacy skills together. These two-hour evening events will include an introduction to the school library, followed by discussions about strategies families can employ to boost student literacy, as well as group activities such as literacy games, storytelling and more.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Regular, purposeful communication with project stakeholders (e.g., parents, project partners, school personnel, etc.) is an integral part of our program approach. First, the 21st CCLC program will be promoted to students, parents and the community via press releases distributed to local print and electronic media outlets (e.g., newspapers, radio, and television). Community stakeholders will support program awareness by promoting the 21st CCLC initiative in their places of work (wherever appropriate) and to other community groups with which they are involved. The program will also be promoted electronically via the district website, emails and social media (Facebook and Twitter). The social media pages will be updated at least twice each week. The Facebook page in particular, will serve as an interactive forum through which parents, students and 21st CCLC personnel can interact. The Program Director will moderate all conversations to ensure that all posted messages and content are appropriate, non-derogatory and appropriate for readers of all ages. In addition, program information will be disseminated at homeroom, during school assemblies and school events (e.g., back-to-school nights, parent-teacher conferences, etc.) as well as via the school newsletter and take home materials. The Family Literacy events will be promoted via the schools' newsletters and websites, via email and at school-based activities including parent-teacher conferences, back-to-school nights and more. Parents and community stakeholders will be provided with quarterly updates via an electronic newsletter (PDF), which will also be distributed to students to take home. To meet the needs of Limited English Proficiency (LEP) students and families, all materials will be available in both English and Spanish.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Students participating during the school year will be provided bus transportation home. Summer programming will include both to- and from- transportation. Buses will depart 10 minutes after the program ends during the school year and 12:30 PM during the summer sessions (earlier during a weather emergency or other emergency). The last student should be dropped off safely at home within 60 minutes of school bus departure. 21st CCLC staff will supervise bus loading and unloading, using a checklist to ensure that no students are left behind. Parents must provide written authorization for any travel changes. All bus drivers are licensed and are provided with a student roster, authorized drop-off address, emergency contacts and information regarding student health issues (if any). Students are assigned to buses based on their home address and will be dropped off at assigned bus stops (same as regular day school). Bus transportation will adhere to district policies and be in compliance with the National Highway Safety Administration guidelines, including background checks.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Colorado ISD has secured the support and commitment of two organizations to provide qualified senior citizen volunteers to support our 21st CCLC initiative: The Lions Club and the Senior Citizens Center. As indicated in the attached letters of commitment, both organizations will promote the 21st CCLC afterschool initiative to their constituents and recruit suitably qualified senior citizens to volunteer their time in support of the program. Prior to volunteering with the children, all volunteers will be required to pass a thorough background screening, including a fingerprint check. In addition, all volunteers will be required to participate in a mandatory orientation and safety session prior to participation. All senior citizen volunteers will fill out an in-depth questionnaire that will provide an outline of their skills, backgrounds, talents, areas of expertise and interests. Afterwards, each senior citizen volunteer will coordinate the specific activities that he or she will facilitate (as well as the schedule) with the Site Coordinator. Volunteers will be asked (but not required) to commit to a minimum of one full year of service. The Site Coordinator will track volunteer hours and activities and include this information as part of the monthly reporting process. All senior volunteers will be required to meet with the Site Coordinator monthly. Senior citizen volunteers will be invited to participate in any professional development and training activities relevant to their particular areas of expertise. Once they have been screened, assessed and trained, senior citizen volunteers will facilitate activities including (but not limited to): homework assistance; storytelling; reading activities; tutoring (retired teachers only); arts and crafts projects; organized games; organized physical activities; self-responsibility activities; Service Learning projects; career activities; music, dance and drama, and more.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Texas 21st CCLC funds will provide the necessary startup funding to launch the Colorado ISD 21st CCLC initiative, after which the initiative will be sustained by the District and its community partners. Every aspect of our 21st CCLC program has been designed with sustainability in mind. For example, ongoing professional development and training will ensure that teachers are equipped with the skills they need to engage at-risk learners in rigorous curriculum for years to come. Moreover, all project partners will continue to provide the same levels of contribution beyond the grant-funded period. In addition, the District will continue to provide the same level of leveraged funding (e.g., Title I, Title II, etc.) and will ensure that all staff positions are funded beyond the grant period. The Colorado ISD School Board fully supports sustainment of this initiative, as demonstrated in the attached letters. The Board will support sustainability by providing representation on the Advisory Council and by identifying additional community support resources and engaging these resources as appropriate (e.g., seeking additional commitments of time, resources, financial donations, etc.). Toward that end, we have developed a sustainability plan, which the Advisory Council will review and finalize within the first six months of funding. The plan includes strategies, timelines and action items targeting corporate sponsorship, sustained giving, grants, donations, in-kind contributions, and community volunteer support to supplement the ongoing contributions of the District and its partners. In addition, each year we will share the results of our 21st CCLC program with the community and local funding sources, demonstrating the positive impact the program has had on youth, in order to seek additional funding investments. A representative annual sustainability timeline is as follows: Year one, quarter one: finalize 21st CCLC sustainability budget and identify potential local, state and federal funding sources; Year one quarter two: finalize strategies, action items and timelines for approaching each identified source of funds; present Sustainability Plan to Advisory Council for review and comment; Year one quarter four: update Sustainability Plan and present to Advisory Council for review and comment; Year two: begin approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year three: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year four: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Colorado ISD intends to leverage multiple programs to support the delivery of high quality programming for our 21st CCLC afterschool initiative. Funded activities will **complement, not duplicate existing services and supports**. Details about these coordination efforts are provided below.

Program	How it supports 21 st CCLC	Value
Title I (Federal)	Title I funds will support the cost of tutors to assist certified teachers and teachers' aides in curriculum delivery and maintain staff-to-student ratios; Title I funds will also pay for snacks and support student transportation costs as well	\$10,000
Title II (Federal)	Title II funds will support additional professional development and training for 21 st CCLC teachers and teachers' aides	\$10,000
Colorado Career Academy (Federal)	Colorado ISD was awarded a \$3.5 million Youth Career Connect grant. Youth participants in the Colorado Career Academy will give monthly presentations to youth in the Middle School 21 st CCLC program to introduce them to the program and encourage them to participate in high growth career opportunity studies (e.g., STEM, etc.) to improve their college- and career-readiness.	\$10,000
Senior Citizen & Lions Club Volunteers	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Colorado ISD intends to hire a full-time (1 FTE) **Program Director** to oversee the 21st CCLC initiative and ensure that all high quality programming is carried out as specified, on-time and within the budget outlined. In addition, he or she will ensure compliance with all grant program guidelines and requirements. The Program Director will report to the campus administrator. The Program Director will meet with the campus administrator weekly and will maintain weekly communication with the 21st CCLC site, which will include site visits, walk-throughs and structured observations. A designated Site Coordinator (a certified teacher) will oversee school-level implementation. The program will also bring a desperately needed **Family Engagement Specialist** (FES) to our community. The FES will provide support and direction to our high-need families who struggle to overcome under-education and extreme poverty so they can promote increased academic and social outcomes for their children at home. He or she will also maintain regular (weekly) communication with the Program Director and 21st CCLC personnel, tracking all communication with families. An **Advisory Council** will play an active role in implementation and sustainment of 21st CCLC project activities. The Council will be comprised of the Program Director, Family Engagement Specialist and the Site Coordinator (a lead teacher), principal, 21st CCLC and classroom teachers, administrators, guidance counselors, parents and representatives from community partners. The full council will meet monthly. Appropriate documentation for all meetings (e.g., sign-in sheets, minutes, meeting agenda) will be kept. The purpose of the Advisory Council is to provide input, feedback and guidance, assist in promoting the program as well as assisting in identifying, engaging and leveraging additional community resources wherever possible. Council members will also review assessment and feedback data, using this information to make suggestions for refining, strengthening and improving the project approach. Information about improvement plans is communicated to stakeholders via the school website, through regular email updates, during school-based events (e.g., back-to-school nights, parent-teacher conferences, etc.) and through monthly school newsletters. Improvement plan progress is then discussed during subsequent meetings, with the process repeated—therefore resulting in a process of continuous improvement. Lastly, council members will assist in developing, reviewing, updating and carrying out the previously mentioned 21st CCLC Sustainability Plan. In addition to all TEA-required trainings and workshops, all teachers, support personnel and volunteers will be required to participate in a mandatory 3-hour introductory session, which will cover program basics, including safety. All 21st CCLC teachers and support personnel will participate in an additional 16 hours of professional development each year. Topics below were chosen based on feedback obtained through the needs assessment process, which revealed that Colorado ISD teachers are interested in learning more about: evidence-based strategies for engaging at-risk students; effective use of technology in the classroom; project-based and inquiry-oriented learning activities to engage students; using data to drive classroom decision-making; and strategies for engaging parents. Post-participation surveys will be administered to determine effectiveness of professional development. Resources that will support professional development include space, computers, training materials, evaluation and administrative support, as well as the extensive needs assessment that has already been undertaken. An annual survey will be used to identify additional training needs and assess the degree to which trainings are addressing needs. The Colorado ISD 21st CCLC learning environment is designed to be inviting and inclusive for all students, including those with special needs or disabilities. All **centers will operate in full compliance with the district School Safety Plan**, which covers: Fire Drills and Evacuation Routes; Severe Weather Alerts; a Crisis Management Plan; an Emergency Intruder Plan; and Illness, Injury and Accident Plans. At least one on-site staff member will have ready access to a mobile phone at all times. All doors will remain locked with the exception of those that are required to remain unlocked for safety reasons. Access is restricted to authorized persons. Safety plans are located in the main office of the school. Safety drills are conducted at regular intervals. Staff must review the plan annually. Students are supervised at all times. Project staff will be informed about plans during regular meetings and on-site postings. Parents and students will be informed about safety policies and procedures in the program brochure (which must be read and signed by parents). The district has written protocols in place to ensure appropriate staffing. All project personnel and volunteers are required to pass thorough background checks, including fingerprinting. All persons entering the 21st CCLC center must sign in upon entering the building and sign-out upon leaving (including students). Student roll-call is taken at the start and end of each session. Enrolled 21st CCLC students who are not present are cross-checked against the day school attendance list. Should a discrepancy be noted, parents are contacted immediately as are key district school safety personnel.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 168-901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our evaluation plan includes multiple feedback loops to continuously gather student, teacher and administrator feedback for the purpose of reviewing assessment data (monthly) and using the information gathered to refine, strengthen and improve the program approach as appropriate. We intend to work with a third-party evaluator and data collection specialist (DCS). The DCS will work with teachers and administrators to ensure ongoing collection of valid, reliable and relevant student- and program-level data. Program data to be collected will include (but is not limited to): daily attendance; demographic data; activities; standardized testing outcomes (21st CCLC programming); academic performance data (regular classroom); disciplinary and behavioral data; number of students served; length of participation; family event attendance; qualitative feedback (gathered through stakeholder surveys); and other data as determined by project leadership. The DCS will provide training on data collection strategies and timelines. The evaluator will review reports including: attendance; hours of operation; weekly schedules; timesheets; professional development plans; safety plans and procedures; and budgetary/fiscal reports to further ensure that the project is carried out as intended while meeting goals, objectives, and all reporting requirements. Quarterly progress reports (QPRs) will present preliminary findings and summarize perceived data analysis trends. QPRs will be reviewed and discussed during weekly staff and monthly CAC meetings, sent home to parents of all participating students (paper with the option to receive by email), and posted on the district and school websites to share information with the public. Parents will also be provided with progress updates during regularly-scheduled parent-teacher conferences held throughout the year and will be solicited for feedback via an annual Stakeholder Performance Survey. All student-level data will be coded to ensure privacy. The evaluation plan will provide accurate and continually updated data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change—if anything—in order to best meet the needs of students and achieve the mission and goals of the program. All 21st CCLC teachers will prepare reports summarizing the week's activities. The Principal and Program Director will meet with program staff weekly to review and discuss these reports (informal data exchange). Baseline data will be gathered at the start of each school year for comparison and to chart growth and progress. The evaluation plan provides for both formative and summative evaluation of both quantitative and qualitative data. The district has a data management system that will be used to track progress in the areas of academic achievement, behavior and attendance. This, combined with consistent data analysis and review, and a commitment to a data-driven project approach will ensure that the project achieves its intended goals and objectives. As noted, an Advisory Council will play a leading role in reviewing performance feedback. When performance feedback reveals that in comparison to identified goals, objectives and outcomes are not being met; deficiencies or shortfalls will be noted with the Council providing suggestions for refining, strengthening and improving the project approach as appropriate.

Close coordination with classroom teachers and ongoing student-level data monitoring through the district database will ensure that 21st CCLC activities build upon school-day curriculum and that academic support is personalized and relevant to the strengths and weaknesses of each student. Each participating student will have a personalized **Individual 21st CCLC Learning Plan** (21stCCLC-ILP). The ILP will ensure that all learning activities are targeted to the unique needs of each student and aligned to—and complement, not duplicate—curriculum and lessons in the regular school day classroom. 21st CCLC teachers will prepare weekly activity summaries that will be shared with regular classroom teachers on a weekly basis. The Project Director will communicate with regular classroom teachers each week with classroom teachers and 21st CCLC teachers meeting each month. The monthly meetings will focus on aligning classroom curriculum with 21st CCLC programming. The goal of these meetings will be to ensure that 21st CCLC lesson plans build upon and complement school-day curriculum, not duplicate it.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 168-901168-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 168-901

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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